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ABSTRACT

Under the state's Quality Schools Initiative, each Alaska school is required to take a number of steps toward improving the quality of education. This brochure provides information to educators about the first requirement of the Quality Schools Initiative: completing the Alaska Developmental Profile. This profile is completed for each child entering kindergarten or first grade to help families, schools, and communities support the educational needs of young children. The Profile includes developmental information in the areas of physical well-being and motor development, language and literacy, personal and social skills, thinking, and cognition, along with background information and health, preschool experience, and any special needs. The profile provides summary information for the Department of Education and Early Development, but the choice of assessment measures is left to the school district. This brochure contains information on assessing young children. A resource guide lists assessment measures that may be appropriate and tells where to get them. A sample data collection plan is included. (SLD)

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ED 446 104

The Alaska Developmental Profile User's Guide

September 2000

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Overview

Under the Quality Schools Initiative, each Alaska school is required to take a number of steps toward improving the quality of education in our state. Schools are required to:

- Complete a developmental profile for each child entering kindergarten or first grade;
- Adopt state-mandated academic standards in reading, writing and math;
- Administer Benchmark exams in grades 3, 6 and 8 to assess students' mastery of the Alaska Performance Standards in reading writing and mathematics;
- Report certain information to its community and the State of Alaska about students and their progress;
- Administer the Alaska High School Graduation Qualifying Examination to all high school students seeking a diploma.

This brochure provides information to educators about the first requirement of the Quality Schools Initiative: completing the Alaska Developmental Profile. The following pages are intended to give you a better understanding of the Profile and how to complete it.

Frequently Asked Questions

Q. What is the Alaska Developmental Profile?

A. The Alaska Developmental Profile is completed for each child entering kindergarten or first grade, to help families, schools and communities support the educational needs of young children. The Profile includes developmental information in the areas of physical well-being and motor development, language and literacy, personal/social skills, thinking and cognition. Background information about the child's health, preschool experience and any special needs is also included.

The Profile provides summary information from each school to the Department of Education and Early Development. It provides the framework for the developmental information that is to be assessed at the school level and submitted to the Department. Districts are required to submit information in the five main areas shown on the recording form. The indicators on the Profile have been chosen as hallmark descriptions of entering kindergarten and first grade students that routinely appear on many assessment instruments. This booklet is intended to assist you in making decisions about how best to measure the growth and development of children entering your school.

Q. Who developed the Profile?

A. It was developed by a committee of Alaska kindergarten and primary teachers, public school administrators, Head Start staff, university professors and parents, with assistance from Dr. Rebecca Severeide, a nationally known specialist in early childhood education.

Q. Which children need a completed Profile?

A. The Profile is to be completed for children entering kindergarten or first grade in each school, in each public school including charter schools and schools providing distance delivery education. A student whose profile was submitted upon entering kindergarten does not need an additional profile in first grade. If a first-grade student has not previously attended a public school kindergarten in any state, the Profile must be completed. If a child attended a private kindergarten in Alaska or another state and is now entering public school first grade, the Profile must be completed.

Q. What about children with disabilities?

A. The Developmental Profile is to be completed for children with disabilities who have an individualized educational plan (IEP) or a 504 Accommodation Plan. The Profile should be based on the child's skills using the accommodations or adaptations she or he typically uses. For example, if the child typically uses braces or crutches to walk, a hand splint to write, or an adapted cup to drink, you should judge the child's performance while using these supports.

Q. When is the Profile due?

A. The Developmental Profile Recording Form must be received in the Department of Education and Early Development by **November 1, 2000.**

Q. Where do I find the form?

A. The Alaska Developmental Profile Recording Form is the scannable form you should use to record individual child information. The department will scan the forms and compile the results. It is to be completed by teachers of kindergarten and first grade students who are entering public school for the first time. It will be mailed to school district test coordinators in August to be distributed to teachers at the beginning of the school year.

The form and this Users Guide can also be found on the Department of Education and Early Development's website at www.eed.state.ak.us. Please note that the form printed from the website is not scannable and should not be sent to the department.

Q. How do I submit the form?

A. The school district test coordinator should send all of the completed forms at the same time to:

Kathi Wineman
Alaska Department of Education and Early Development,
801W.10th St., Suite 200
Juneau, Alaska 99801

Kathi can also be reached at 465-8706 or Kathi_Wineman@eed.state.ak.us.

Q. How do I gather child development information for the Profile?

A. The Department believes districts are in the best position to decide how to gather detailed developmental information about individual children. Districts are expected to choose which methods they will use to gather the information. Those methods may include commercial assessment tools, teacher-designed tools, assessment information from previous providers (such as preschools and Head Start programs), teacher observations and interviews with families. The information in this booklet is designed to help districts and teachers make those assessment decisions. A Data Collection Plan form is included to assist you with planning how you will gather the detailed information.

Once developmental information is gathered about individual children, teachers are to summarize that information on the Alaska Developmental Profile Recording Form, which is then submitted to the Department of Education and Early Development through the school district test coordinator.

Q. How do I complete the form?

A. After assessment information has been gathered for each child, mark each developmental area with a "yes" or "no" response. "Yes" means that the child exhibits the behaviors more than 50 percent of the time and "no" indicates that the child exhibits the behaviors less than 50 percent of the time.

Q. How will the Developmental Profile information be used?

A. The data will help the Department track trends in child development, statewide and within regions and provide assistance to districts and schools. Composite data from each school and district will be included in the Report Card to the Public published by the department each January. The Department does not record children's names with the Profile data, and therefore, cannot release information about individual children.

Things to Consider When Assessing Young Children

Gathering information about young children is challenging. They change rapidly and their skills and knowledge are contextual. These challenges do not mean reliable data collection is out of the reach of schools, but it does require care and time. The assessment instruments used should be of high quality and meet professional test and measurement standards. Most of the instruments described in the Resource Guide already meet critical criteria for good assessments. They are instruments designed for a specific purpose, have reasonable technical properties for reliability, and are administered individually.

Beyond these basics, a few rules of thumb can enhance the quality and usefulness of the data.

- Use standard instruments and methods (formal or informal);
- Use more than one method of assessment;
- Observe children over time to confirm atypical scores;
- Interview others, such as families and/or former caregivers who know the child.

Using Standard Instruments

Reliability and comparability are ensured when data is collected, recorded and scored in systematic ways. This will ensure that each child is treated the same way and that the same type of data is collected on every child. Standardized commercial assessments typically rely on specific procedures to increase the likelihood of getting accurate results.

Some standard instruments use a formal, question-and-answer format, while others provide a list of what to look for or ask. Both methods have pros and cons. The more direct the data collection method, the more consistent the information. At the same time, such methods are more likely to mean that a bad day for the child or a lack of rapport between the testgiver and child will negatively impact the outcome. Less direct data collection methods, such as observation, increase the likelihood of revealing what the child can do. Less direct measures, however, require more time to ensure that a real picture of the child, and not just first impressions or a unique aspect of the context, is captured. To get a well-rounded assessment of the child, it is helpful to use both direct and indirect methods.

Using Direct Assessment Instruments

Direct assessments, like the ones listed in the Resource Guide, come with detailed administration manuals. It is essential that you study the manual and follow instructions carefully. Examples of this type of test are:

- Battelle
- Brigance
- Daberon-2
- Dial-3
- Early Screening Inventory-R

- Oregon Assessment (some direct and some indirect items)

retest or assess using one of the classroom observation instruments. If necessary, you can adjust ratings for the child on the Developmental Profile. If you have questions or concerns about a child's development, you should consider referral to a team trained to identify children with special needs, such as a Child Find Team, a pre-referral team, or a child study team.

Interviewing Others

Typically, direct assessments and classroom observations are the sources of data for developmental profiles. However, they do not need to be the only sources.

Families are an excellent source of information. They know their children best. Research suggests that family members who spend a great deal of time with a child typically rate their child's general development in similar ways to teachers' early impressions. When the ratings don't match it is important for you and the family to talk about the difference. Talking with families is a good way to verify your impressions and begin to build long-term partnerships.

Former caregivers are also an excellent source of information. Some programs keep detailed information on children in their preschool years. This information can be used to fill out the Profile and provide good baseline data on prior experiences.

Developmental Instruments for Kindergarten-aged Children

The Department compared commonly used instruments to the Alaska Developmental Profile and included those that were a good match in the Resource Guide. The list is not exhaustive, but selected instruments were included if they generally met the following criteria:

- reasonable technical qualities for reliability
  - .90 coefficient = excellent
  - .80 coefficient =good
  - .70 coefficient = fair
- individually administered

Exceptions were made for a few instruments under development. These newer instruments are listed if they show promise in a developmental area lacking well-researched tools.

Where available, cultural and linguistic information is provided. Districts may elect to use other instruments to meet local needs.

Each instrument listed in the guide provides an objective way to gather information for the Developmental Profile. Some instruments assess multiple areas of development, while some are narrower in scope. Four categories of instruments are listed:

- general direct assessment instruments
- general indirect observational instruments
- language and literacy instruments
- social emotional instruments

RESOURCE GUIDE

RESOURCE GUIDE

Category: General Developmental Instruments

Instrument	*Battelle Developmental Inventory*
Publication Date	1984
Target Age	0-7 years
Description	Gives you a summary of four developmental areas: self, motor, cognition, and language. Useful for IEP development and is adaptable for special needs children.
Administration Time	90-120 minutes
Known cultural information	Useful with special needs population.
Technical properties	Good. Requires extensive training and material preparation.
Cost	$295.00 for complete test kit, including 15 scoring sheets $30.00 for set of 15 scoring sheets
Where to get	Riverside Publications 425 Spring Lake Drive Itasca, Illinois 60143 800-323-9540

Category: General Developmental Instruments

Instrument	*Brigance Diagnostic Inventory of Early Development* (Preschool and Kindergarten -1st grade versions available)
Publication Date	1978
Target Age	0-7 years
Description	Gives you 11 preschool areas and 12 kindergarten areas of development. Designed as a screen prior to more detailed diagnostic instruments used for qualifying for special services.
Administration Time	15 minutes
Known cultural information	Not documented
Technical properties	Poor (not documented or less than .60), but included because it is commonly used.
Cost	$69.00 for test kit $19.85 for package of 30 kindergarten score sheets $62.85 for package of 120 kindergarten score sheets preschool and first grade scoring sheets are separate with similar pricing
Where to get	Curriculum Associates, Inc. 153 Rangeway Rd. North Billerica, MA 01862-2006 800-225-0248

RESOURCE GUIDE

Category: General Developmental Instruments

Instrument	*Daberon-2*
Publication Date	1991
Target Age	4-6 years
Description	Gives you detailed information to both plan your program and identify low developmental areas in children. Some advanced kindergarten-aged children may top out on instrument. Has six sub scales: motor, language, cognition, basic facts, color, and numbers.
Administration Time	40 minutes
Known cultural information	Normed across economic, ethnic and regional groups. Publisher willing to work with users to modify terms to fit their location, e.g., substitutes moose for horse. Has a strong speech and language focus and translates well to European language groups and less well for Asian and Native language groups.
Technical properties	Good to excellent. Requires moderate amount of training.
Cost	$127.00 for test kit $24.00 for package of 25 score sheets
Where to get	Pro-ED 8700 Shoal Creek Boulevard Austin, Texas 78757 512-451-3246

Category: General Developmental Instruments

Instrument	*Dial-3*
Publication Date	1998
Target Age	4-6 years
Description	Gives you acceptable screening data in an easy to use format. Some advanced kindergarten-aged children may top out on instrument. Has five subscales: motor, concepts, language, basic facts, and counting. This newest version has a broader norming population than the Dial-R (1993).
Administration Time	30 minutes
Known cultural information	Normed on a white, middle class population. Has a strong speech and language focus.
Technical properties	Fair. Requires moderate amount of training.
Cost	$349.95 for kit $49.95 for a set of set test materials and scoring sheets
Where to get	American Guidance PO Box 99 Publishers' Circle Circle Pines, MN 55014-1796

RESOURCE GUIDE

Category: General Developmental Instruments

Instrument	*Early Screening Inventory - Revised*
Publication Date	1997
Target Age	4-6 years, two forms, one for preschool and one for kindergarten
Description	Gives you good screening information to identify low development areas in children. Some advanced kindergarten-aged children may top out on instrument. Has three sub scales: visual-motor/adaptive, language and cognition, and gross motor. Has very good and detailed users manual.
Administration Time	15 minutes
Known cultural information	Available in English, Spanish, Korean. Translates well into Native languages.
Technical properties	Good to excellent. Requires moderate amount of training.
Cost	$96.00 ESI-R kit $19.50 for package of 30 score sheets
Where to get	Rebus, Inc. PO Box 4479 Ann Arbor, Michigan 48106 800-435-3085 www.rebus.com

Category: General Developmental Instruments

Instrument	*Oregon Assessment*
Publication Date	1994
Target Age	3-5 years
Description	A combination of test items and observations is used to provide detailed information in ten developmental areas: play, self-help, self-concept, social, language/communication, motor, disposition, and three areas of cognition (problem solving, math, literacy).
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Available in English and Spanish. Normed on low-income children.
Technical properties	Good. Requires moderate training.
Cost	$10.00 for manual Score sheets: single is $6.00, 10 for $30.00, 20 for $50.00, 50 for $80.00
Where to get	Early Childhood Training Center Portland State University School of Extended Studies PO Box 1491 Portland, OR 97207 503-725-4815

RESOURCE GUIDE

Category: Classroom Observations Instruments

Instrument	*Child Observation Record*
Publication Date	1992
Target Age	2 1/2-6 years
Description	An observation based instrument providing levels of development for planning and assessment. Has six subscales: initiative, social relations, creative expression, music and movement, language and literacy, and logic and mathematics. Observation forms designed for use over time. Requires extra steps to summarize at a class level, although easy to use for individuals.
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Normed on low income populations and used extensively in Head Start. Available in Spanish.
Technical properties	Fair to good. Requires high degree of training.
Cost	$25.95 for test manual $40.95 for package of 25 scoring sheets
Where to get	High Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48198 800-407-7377

Category: Classroom Observations Instruments

Instrument	*Creative Curriculum Child Developmental Tool*
Publication Date	1994
Target Age	3-5 years
Description	An easy to use checklist that corresponds to the Creative Curriculum. Has six subscales: social emotional, cognitive, concepts and information, language and literacy, gross motor, and fine motor.
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Not documented.
Technical properties	Not documented. Requires a moderate amount of training.
Cost	Included in the cost of Creative Curriculum ($40.00), a planning guide for preschool and kindergarten.
Where to get	Teaching Strategies PO Box 42243 Washington, DC 20015 800-637-3652 or 202-362-7543 www.TeachingStrategies.com email: info@TeachingStrategies.com

RESOURCE GUIDE

Category: Classroom Observation Instruments

Instrument	*Work Sampling System*
Publication Date	1994
Target Age	3 - 10 years
Description	An observation based instrument providing levels of development for planning and assessment. Has seven subscales: personal-social, language and literacy, mathematics, science, social studies, the arts, and physical development. Observation forms designed for use over time and requires an extra step to summarize at a class level.
Administration Time	Designed to be used over time, in the context of daily classroom work, at least 4-6 weeks.
Known cultural information	Applicable to a wide variety of cultural situations.
Technical properties	Good to excellent. Requires high degree of training.
Cost	$18.50 for grade level guidelines Score sheets in different configurations. Approximately $1.75 per child.
Where to get	Rebus, Inc. PO Box 4479 Ann Arbor, Michigan 48106 800-435-3085 www.rebus.com

Category: Language and Literacy Instruments

Instrument	*DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*
Publication Date	Prepublication stage
Target Age	4-6 years
Description	Developed to identify young children with early literacy skill difficulties, specifically phonics patterns.
Administration Time	15 minutes
Known cultural information	Not documented.
Technical properties	Not documented.
Cost	Free
Where to get	(Public domain) Roland Good University of Oregon 541-346-2145 rhgood@darkwing.uoregon.edu

RESOURCE GUIDE

Category: Language and Literacy Instruments

Instrument	*Shell-K Concepts About Print*
Publication Date	1994
Target Age	5 years
Description	This is a modified version of a test under development. It looks specifically at book handling and concepts about print.
Administration Time	5 minutes
Known cultural information	Not documented
Technical properties	In process. Preliminary data is good.
Cost	Free
Where to get	Public domain.

Category: Language and Literacy Instruments

Instrument	*Oral Language and Story Concepts*
Publication Date	1994
Target Age	4-5 years
Description	A set of teacher-designed questions centered around familiar daily events and a familiar book. Looks at personal communication, concepts about print, and story retelling.
Administration Time	10 minutes
Known cultural information	Not documented.
Technical properties	Not documented.
Cost	Free
Where to get	Public domain..

RESOURCE GUIDE

Category: Social Emotional Instruments

Instrument	*Child Adaptive Behavior Inventory*
Publication Date	1993
Target Age	4-6 years
Description	Gives you a standard set of questions to focus observations of school related social emotional behaviors. Easy to use checklist.
Administration Time	5 minutes, once you know the child
Known cultural information	Not documented.
Technical properties	Good
Cost	Free
Where to get	Public domain.

Category: Social Emotional Instruments

Instrument	*Your Kindergarten Child's Qualities*
Publication Date	1998
Target Age	4-5 years
Description	Gives you a standard set of questions to focus observations of school related social-emotional behaviors. Easy to use checklist.
Administration Time	5 minutes, once you know the child. Parents can also provide the information. When done as an interview with parents, 10 minutes.
Known cultural information	Not documented.
Technical properties	In process. Preliminary data is good.
Cost	Free.
Where to get	Public domain.

DATA COLLECTION PLAN

Sample Data Collection Plan

The sample data collection plan below shows two tests for all kindergarten children (a general developmental screening and a literacy measure) along with a family interview to get parental input on social development, preschool history, and health data. During the first month of school, teachers use a classroom observation tool for problem solving, general observations, and paying closer attention to a few children who have atypical scores on the tests used. The teacher also calls the former caregivers for their impressions on more atypical children.

Instrument	Developmental Profile Areas	Who the Data Comes From	Who Collects	When Data Is Collected
General Developmental Instrument *e.g., Early Screening Inventory*	• fine motor • gross motor • speaking • listening • number concepts • approaches to learning	direct child assessment with a standard instrument	teacher	first two weeks of school
Literacy Interview *e.g., Teacher designed interview*	• speaking • listening • emerging reading • emerging writing	informal interview with the child on a teacher made instrument	teacher	first two weeks of school
Parent Interview *e.g., Teacher designed parent interview and Your Kindergarten Child's Qualities for social development*	• health • preschool information • approaches to learning • social emotional	parent interview	• teacher • family	first two weeks of school
Classroom Observation *e.g., Work Sampling System*	• problem solving • confirm all other areas	• classroom activities to highlight areas of focus • where needed, follow-up conversations with former care giver	• teacher • family • former care giver	second two weeks of school

Data Collection Plan

Instrument	Developmental Profile Areas	Who the Data Comes From	Who Collects	When Data Is Collected

Alaska Developmental Profile
Optional Individual Child Recording Form for Classroom Use Only

Date(s): _____

Student's Name: _____

Ratings: Yes – the indicators describe the child's routine behavior for the developmental area
No - the child does not yet routinely exhibit these behaviors as described by the indicators

Physical Well-Being and Motor Development

Developmental Area	*Sample Indicators*	
1. Physical Well-Being	appears physically well nourished, well rested, and dressed for the environment	☐ Yes ☐ No
2. Fine Motor Development	cuts with scissors, strings beads, uses crayon comfortably, stacks blocks	☐ Yes ☐ No
3. Gross Motor Development	hops on one foot, balances while walking on a line on floor, walks and runs with ease	☐ Yes ☐ No

Language and Literacy Development

Developmental Area	*Sample Indicators*	
1. Speaking	communicates needs, wants, or thoughts in his/her own primary language	☐ Yes ☐ No
2. Listening	follows simple two step directions	☐ Yes ☐ No
3. Emergent Reading	orally retells a familiar story, knows print carries the message in a picture book	☐ Yes ☐ No
4. Emergent Writing	draws pictures or symbols to tell a story	☐ Yes ☐ No

Personal-Social Development

Developmental Area	*Sample Indicators*	
1. Social Development	plays and works cooperatively with others, adapts to activity changes	☐ Yes ☐ No
2. Approaches to Learning	shows eagerness and curiosity as a learner, sustains attention in learning experiences	☐ Yes ☐ No

Thinking and Cognitive Development

Developmental Area	*Sample Indicators*	
1. Problem Solving	identifies problems and seeks solutions while playing with objects such as sand and water, blocks, construction toys	☐ Yes ☐ No
2. Number Concepts	understands sequence of turn taking in games such as Candy Land, divides materials to use with a friend	☐ Yes ☐ No

Child Background

Developmental Area	*Indicators*	
Attended Preschool	preschool experiences can happen in many configurations including Head Start, private schools, and child care environments	☐ Yes ☐ No
Health Data	has health file that goes beyond State requirements of TB, immunizations, vision, hearing (e.g., file includes dental exam and/or physical exam)	☐ Yes ☐ No
Individualized Education Program (IEP)	child has IEP	☐ Yes ☐ No

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